DOCUMENT RESUME

ED 133 685 CS 003 107

AUTHOR Hammond, Bill
TITLE Georgia's Criterion-Referenced Reading Test--New Help for Teachers.
INSTITUTION Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE 76
NOTE 13p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Criterion Referenced Tests; Elementary Secondary Education; Grade 4; Grade 8; *Reading Achievement; *Reading Diagnosis; *Reading Skills; *Reading Tests; State Standards; Test Construction
IDENTIFIERS Georgia

ABSTRACT

In 1975, the Georgia Department of Education completed development of criterion-referenced reading tests for grades four and eight. These tests were administered on a statewide basis for the first time in the spring of 1976. Objectives used in the construction of the test were selected on the basis of priorities assigned by 50,000 reading specialists, teachers, and others throughout Georgia. Lists are included of the 20 objectives receiving the highest priorities at each grade and of more general reading goals based on the objectives. Results of the test specify each student's level of mastery on each objective and suggest areas where additional instruction might be beneficial. (AA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED133685

GEORGIA'S CRITERION-REFERENCED READING TEST - NEW HELP FOR TEACHERS

Bill Hammond
Educational Curriculum Program Consultant

Georgia State Dept. of Education, Atlanta.
Office of Instructional Services.

1976

CS003107

NEW HELP FOR TEACHERS

In 1975, the Georgia Department of Education completed development of criterion-referenced reading tests in reading for grades 4 and 8. These tests were administered on a statewide basis for the first time in the spring of 1976. The purpose for developing these tests was to provide the teachers with specific information on the performance level of each student so that diagnostic and prescriptive teaching might be better facilitated. It was felt that the previous standardized testing procedures provided little substanative information of the progress of individual students.

On the surface, these new tests developed by Georgia educators do not appear to differ from standardized tests. There are, however, several important differences. One noticeable difference is the language and terminology of the test. Locally familiar places, people, and objects were used in the test items. In this sense, the tests have been "Georgianized". For example, in one section dealing with map reading skills, a portion of the Georgia map was used. In other sections of the tests references are made to places and events with which Georgia children would be familiar. It was felt by the test committees that use of familiar names and places in the actual test would make for a less threatening testing situation for the students.

Another unique feature of the Georgia criterion-referenced reading tests is the fact that the skills identified and tested were those specified by Georgia educators as being essential for success in grades 4 and 8. In the development of these objectives, 50,000 reading specialists, teachers and others throughout Georgia were asked to put in order of priority a list of objectives taken from the Goals for Education in Georgia, (1975), the Atlanta Assessment Project objectives, and numerous Georgia curriculum guides. Committees of teachers, administrators, college and university personnel, and state department staff persons reviewed the 18,131 responses to the survey. The 20 objectives receiving highest priority ranking at the 4th and 8th grade levels were selected as the objectives to be used in the construction of the tests. A listing of those objectives for 4th and 8th grades is as follows:

Obj. #

1. The student can distinguish between sentence fragments and complete sentences.

2. The student can identify the sounds of beginning consonants, or two-letter combinations of consonants.

3. The student can identify the sounds of long vowels in one and two syllable words and the sounds of short vowels in one and two syllable words.

4. The student can identify the number of syllables in a word and can divide words into syllables correctly.

5. The students can identify the sounds that vowels have when they appear before L,W, and R and can distinguish between the two different sound of "C" and "G".

6. The student can select the appropriate word such as here, under, beside, above, etc. to indicate position or location.

7. The student can identify contractions and abbreviations.

8. The student can select the appropriate verbs or adjectives which correctly complete sentences.

9. The student can select the appropriate meaning for the following word endings: s, es, ies, ing, ed, ly, er, est.

10. The student can recognize simple vocabulary words instantly when seen without having to analyze them in order to pronounce them.

11. The student can match symbols and pronouns to the things, ideas, or persons that they represent.

12. The student can read short selections and identify the main idea and the supporting details in the selections read.

13. The students can read short selections and identify which statements are facts and which statements express the writer's opinions.

14. The student can arrange groups of objects or ideas into simple categories.

15. The student can arrange words in order from the most general to the most specific.

16. The student can read a simple selection, identify "heroes", "villains", other main characters, and the setting.

17. The student can distinguish between the obvious and implied meanings in simple statements.

18. The student can alphabetize words according to the first two letters, and can use dictionaries and tables of content to locate specific information.

19. The student can read and comprehend a simple passage and can draw conclusions, recognize cause and effect relationships, and/or the sequence of events in the material read.

20. The student recognizes the correct use of basic punctuation marks and recognizes how punctuation can change the meaning of a sentence.

8th Grade

Obj. #

1. The student can recognize long vowels in words, short vowels in words, and combinations of vowels in words.

2. The student can identify the sounds of two and three-letter combinations or consonants in words.

3. The student can divide words into syllables correctly.

4. The student can recognize how the same word accented in different positions can have different meaning.

5. The student can identify the sounds that vowels have when they appear before R, L, W, and U in words and can distinguish between the two different sounds of "C" and "G" in words.

6. The student can identify the phonetic spellings of words as they might appear in a dictionary.

7. The student can use a dictionary for the following purposes: selecting appropriate word meaning, finding synonyms, and finding antonyms.

8. The student can use the table of contents and the index to locate specific information in a textbook or a reference book.

9. The student can demonstrate the ability to locate materials in a library.

10. The student can read a selection and distinguish between the main ideas and the supporting details in the material read.

11. The student can read newspaper articles and advertisements and determine which statements are facts and which ones are statements of the author's opinions or preferences.

Obj. #

12. The student can read a passage and determine the order in which the events occurred in the material read.

13. The student can read typical textbook passages illustrated with a diagram and can accurately interpret the material presented.

14. The student can read a passage and respond accurately to questions of Who, What, When, Where, and Why as they relate to the material read.

15. The student can read simple poems and recognize the obvious and implied meanings of statements, patterns or rhyme, and patterns of sound in the poems.

16. The student can interpret the meaning of prefixes and suffixes, and can recognize the root word in words presented.

17. The student can match symbols and pronouns to the things, ideas, or persons that they represent.

18. The student can place words in appropriate categories and can arrange words in order from the most general to the most specific.

19. The student can distinguish between sentence fragments and complete sentences and can correctly combine two or more sentences to form a single sentence.

20. The students can identify the plurals of nouns or the appropriate verb forms which correctly complete given sentences.

The objectives were then restated as reading goals in five general categories by the Georgia Department of Education, 1976.

READING GOALS

4th Grade	8th Grade
Vocabulary Skills	
1. The student should be able to recognize simple vocabulary words (such as big, have, look) on sight.	1. The student should be able to recognize general vocabulary terms and simple vocabulary terms from content areas (such as science, social studies, etc.) on sight.
Word Recognition Skills	
2. The student should know the sounds represented by letters and basic two-letter combinations (such as st as in stop and sh as in ship) and the rules which explain those sounds in words.	2. The student should know the sounds of letters and letter combinations (such as str as in street, th as in those, oi, as in noise, and au as in caution) and the rules which explain those sounds in words.
3. The student should be able to separate simple words into syllables correctly, identify the words represented by contractions (can't - cannot) and abbreaviations (Ga. - Georgia), and understand the meaning and use of simple word endings such as ing, s, ed, and er).	3. The student should be able to separate words into syllables correctly, understand the use and function of accents in words (for example, sub ject, sub ject) and understand the meaning and use of prefixes (such as un in unhappy) and suffixes (such as er in harder) in words.
Comprehension/Language Usage	
4. The student should be able to identify complete sentences and select the appropriate part of speech (noun, verb, adjective, or adverb) which correctly completes a given sentence. The student should be able to understand the meaning and use of basic punctuation marks in simple sentences and understand the meaning and use of pronouns in sentences.	4. The student should be able to read simple and complex sentences and distinguish between sentence fragments and complete sentences. The student should be able to combine two or more sentences to form one sentence and select the appropriate part of speech (noun, verb, adjective, or adverb) to correctly complete a given sentence

	4. and understand the meaning and the use of pronouns in sentences.
5. The student should be able to read and understand the meaning of simple signs and symbols necessary to function effectively and survive in our society (examples: highway signs, danger signs, and signs giving directions).	5. The student should be able to read and understand the meaning of signs and symbols necessary to function effectively and survive in our society (examples: highway signs, danger signs, and signs giving directions).
6. The student should be able to read and understand short selections identify the main ideas in those passages and respond accurately to questions of who, what, when, where, and why as they relate to the material read. The student should be able to identify which statements in the selection are facts and which express opinions and should be able to understand the difference between obvious and implied meanings in simple statements (such as: The soup was as cold as ice.).	6. The student should be able to read and understand typical textbook passages illustrated with charts or diagrams, identify the main idea of the passages, accurately respond to questions of who, what, when, where, and why as they relate to the material read, and accurately interpret the charts and diagrams presented. The students should be able to read newspaper articles and advertisements and determine which statements are facts and which ones express opinion or preferences. The student should be able to read simple poems and recognize the obvious and implied meanings of statements (such as: The soup was as cold as ice.) and the patterns of rhyme and sound in the poems.
Classification Skills	
7. The student should be able to place groups of objects or ideas into simple categories (such as apple, orange, banana = fruits) and to arrange words in order from the most general to the	7. The student should be able to place groups of words into appropriate categories (example: Georgia, Florida, Alabama = states) and to arrange words in order from general to the most

7. most specific (example: animal, dog, collie).

8. The student should be able to alphabetize words according to the first two letters, understand basic dictionary skills (such as use of guide words and selecting appropriate word meanings), and understand how to use a table of contents to locate information in a book.

7. specific (examples: nation, state, city).

8. The student should be able to use a dictionary for the following purposes: identifying phonetic spellings of words(mil for mile), selecting appropriate word meaning (locating definitions), finding synonyms (words that mean the same thing), and finding antonyms (opposites). The student should be able to use the table of contents and the index to locate specific information in a textbook or a reference book. The student should understand how to use a card catalog and how to locate materials in a library.

The Educational Testing Services of Princeton, New Jersey, was contracted to develop 8th grade reading tests based on the 20 objectives. After review and approval by committees of Georgia educators, the tests were field-tested in 72 local school systems and revised into the current form.

Perhaps the most significant feature of the Georgia Criterion-Referenced Reading Tests is the method in which the results are reported. The teacher is provided with information on each student's performance level on each of the 20 objectives. In addition to reporting the students level of mastery of the objective, the report will also suggest areas that the student might possibly benefit from additional instruction. For example: at the 4th grade, the reporting statements look like this:

Objective 1: Distinguish between sentence fragements and complete sentences.

Mastery level (3 of 5 correct)

Item No.	1	2	3	4	5
Response	*	A	*	B	C

Bill has not achieved the objective.

Bill may need work on recognizing basic sentences.

This reporting procedure not only provided the teacher with information on the student's present preformance level on the objectives (that is, whether or not the student has mastered the objective), but also provides the teachers with valuable information that might be used to plan future instruction for each student.

In addition the information indicated on this report, on selected objectives the computer has been programmed to printout specific references if the student makes specific incorrect responses. For example, on 8th grade objectives 2, is "the student identifies sounds of two and three letter combinations of consonants in words". If the student misses a specific number of items dealing with his/her ability to identify diagraphs but is successful in answering items on blends, the reporting statement will read, "The student did well with blends but may need work with diagraphs". By identifying the areas of student strength and weakness on this objective in this manner, the teacher should be able to focus his/her instruction or additional diagnosis on a specifically identified needs of the student. The report will further allow the teacher to examine the specific items that the student misses so that she/he may determine, in this case, which diagraph or diagraphs the student missed.

The report also contains a summary statement on the student performance level. This statement, usually one or two paragraphs long, provides the teacher with a guide assessment of the student's overall performance. This quick summary will hopefully provide the teacher with additional information as she/he develops organizational patterns for small group instruction. The information provided from the test is seen as an additional source of information that the teacher may call on as she/he makes decisions about the instructional needs of his/her students.

The Georgia Criterion-Referenced Reading Test provided Georgia teachers with a great deal of information on the student performance level. The test examines the reading skill that thousands of Georgia educators identified as being basic to successful performance in grades 4 and 8. It is not the purpose of the developers of the test to dictate curriculum for local school systems. The primary purpose of this test is to provide teachers with additional information on the performance level of these students on identified critical skills so that they might be able to develop efficient and effective programs of instruction based on student needs. The task ahead is to insure that the results of the testing are effectively combined with other methods of assessment to develop programs that recognize and provide for the

instructional needs of all students. The success or failure of the test and the testing program ultimately rests on such utilization.

REFERENCES

1. Atlanta Public Schools - Atlanta Assessment Project Objectives, 1975

2. Georgia Department of Education - Reading Skills and Understanding to be Developed in Georgia Schools, 1970

3. Georgia Department of Education - Goals for Education in Georgia, 1975

4. Georgia Department of Education - Criterion-Referenced Tests in Georgia Schools: Some Questions and Answers, 1976